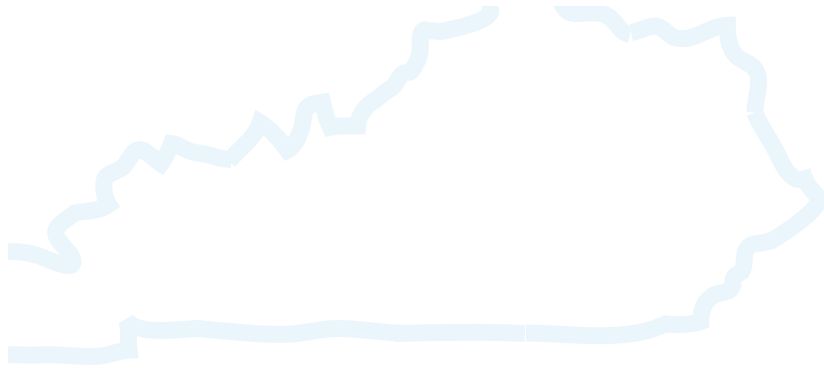


The
Kentucky
Board of
Education

**STRATEGIC
PLAN**

Adopted 2001
Amended 2004





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THE KENTUCKY BOARD OF EDUCATION

The Kentucky Education Reform Act of 1990 created a new State Board for Elementary and Secondary Education. By authority of executive order from the governor, the board's name was changed to Kentucky Board of Education, effective February 1, 1995.

The board has twelve members. The governor appoints eleven voting members, seven representing the Supreme Court districts and four representing the state at large. These eleven voting members must be confirmed by the legislature. The additional member, the president of the Council on Postsecondary Education, serves as a non-voting member.

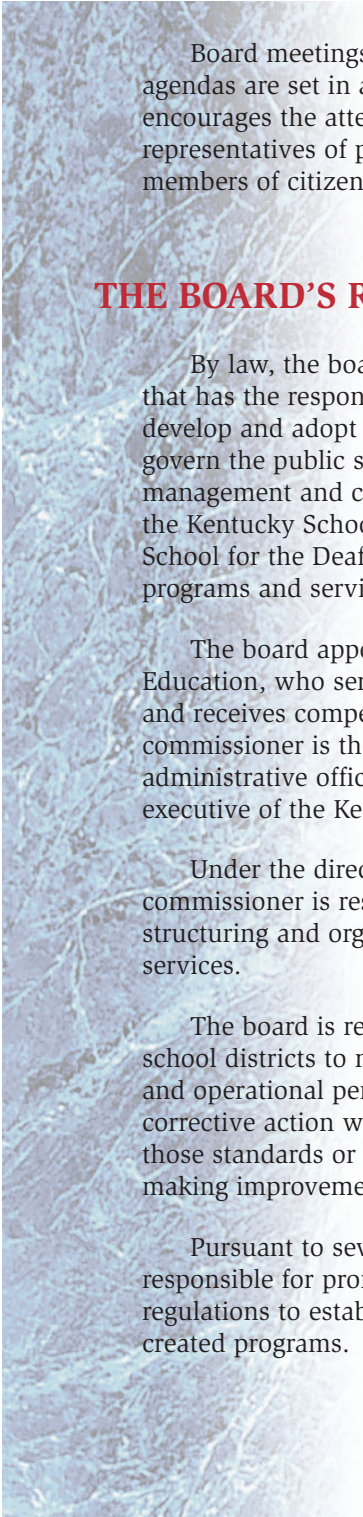
The members serve four-year terms and may be reappointed. At the beginning of each fiscal year the membership elects the board chair and vice chair.

Board members are private citizens who have demonstrated character, ability and a strong interest in public education. During their terms, they cannot be employed as professional educators, although they may have been professionals in the field before appointment.

Members are appointed without regard to political affiliation and have a wide range of professional and business experience.

The appointed commissioner of education is the board's executive secretary.

The Kentucky Board of Education meets at least six times a year at the Frankfort offices of the Kentucky Department of Education or at other locations in the state. The board has five standing committees: management, curriculum, KSB/KSD oversight, internal audit, and assessment. Special task forces and work groups are appointed as needed.



Board meetings are open to the public and agendas are set in advance. The board seeks and encourages the attendance of individuals, representatives of professional organizations, and members of citizen groups.

THE BOARD'S RESPONSIBILITIES

By law, the board is the state government entity that has the responsibility and the authority to develop and adopt the policies and regulations that govern the public schools. This includes management and control of interscholastic athletics, the Kentucky School for the Blind, the Kentucky School for the Deaf and community education programs and services.

The board appoints the Commissioner of Education, who serves at the pleasure of the board and receives compensation as set by the board. The commissioner is the executive secretary and administrative officer of the board and is the chief executive of the Kentucky Department of Education.

Under the direction of the board, the commissioner is responsible for administering, structuring and organizing the department and its services.

The board is responsible for setting standards for school districts to meet in student, program, service and operational performance and mandates corrective action when any district does not meet those standards or its leaders are not successful in making improvements.

Pursuant to several statutes, the board is responsible for promulgating or amending regulations to establish standards for legislatively created programs.

KENTUCKY BOARD OF EDUCATION STRATEGIC PLAN

The Kentucky Board of Education has developed a strategic plan based on the General Assembly's goals for the Commonwealth's schools and the seven capacities of an efficient system of common schools identified in the Kentucky Education Reform Act (as amended). The General Assembly also created an accountability system to monitor progress toward achieving these goals, and the Kentucky Board of Education has developed the system to have all schools performing at or above the proficient level on the statewide school accountability index by 2014, with every child given the maximum opportunity to achieve at high levels. The board's strategic plan to achieve the goal is based on a set of core beliefs about children and schools, a vision for Kentucky, a clear sense of the mission of the board, rigorous performance measures to track state progress, and strategic actions by the board to build public consensus and support to reach these goals.

CORE VALUES AND BELIEFS

- We believe all children can achieve at high levels, given adequate opportunity and support.
- We believe equity is critical.
- We believe the school, informed by families and community, is the best place to make decisions about what happens in the school.
- We believe high standards produce high achievement.
- We believe results matter.
- We believe public education is vital to the economic and general welfare of the individual and the Commonwealth.



VISION

Every child, regardless of parentage or poverty, geography or location, will receive a world-class education to prepare for productive adult life, continuing education, and responsible citizenship.

MISSION

The mission of the Kentucky Board of Education is to focus the efforts of the Kentucky Department of Education, local schools, districts and partners in public education to assist all schools to meet proficiency by 2014 and to assure that each child is given the maximum opportunity to achieve at high levels.

GOALS, PERFORMANCE, AND MEASURABLE OBJECTIVES FOR PROGRESS

The board's strategic plan is based on long-range goals for high student performance, high quality teaching and administration and a supportive environment for each child and every school. Key to the plan is that the board will be looking closely at measurable progress toward these goals each year, to reach or exceed a proficient level for every school in the Commonwealth by 2014.

KBE ACTION PLAN

While the Kentucky Department of Education has a plan of activities with schools and districts to reach that goal, the board's strategic plan focuses on its own policy-making role for leading and seeking public consensus and support for the state policies and resources that will enable the goal to be reached. Such a role includes setting overall budget priorities for the department and conducting a board agenda that addresses policy issues proactively.



Goal 1

High
Student
Performance

1.1 Every student in school and making strong progress

Decrease in the percentage of students dropping out of school overall and by subcategories

Decrease in the percentage of students who are retained in grade overall and by subcategories

Increase in student attendance rates

Increase in participation in high quality preschool programs

1.2 Every student achieving at high levels

Increase in school scores on the state's accountability index, including a reduction in novice and apprentice level learners

Increase in school scores on a nationally norm-referenced test (CTBS/5)

Increase in state scores on the national assessment (National Assessment of Educational Progress, NAEP)

Decrease in curriculum and instructional gaps through increase in technology access and use

Increase in student scores overall and by subcategories on the state test, a nationally norm-referenced test, and the national assessment

1.3 Every student reading at or above proficient level

Increase in reading scores on the state test, a nationally norm-referenced test and the national assessment

1.4 Every KDE employee working to enhance student success

Increase in customer satisfaction with agency services

Increase in frequency of support for client problem solving

Increase in internal and external collaborative efforts focused on goals

Discontinuation or merger of redundant programs, or those not aligned with goals

Increase in efficiency of data collection from schools and districts

1.5 Every school accountable for student learning

Increase in school scores on the state's accountability index, including a reduction in novice level learners

1.6 Every graduate ready for post-secondary education and/or work

Increase in rigor of secondary programs

Increase in students meeting skill standards

Increase in students meeting full graduation requirements

Increase in students enrolling in and continuing in postsecondary education after successfully completing 1 year of initial enrollment

Goal 2

High
Quality
Teaching
and
Administration



2.1 Every teacher competent, caring and qualified

Decrease in number of emergency-certified teachers

Increase in number/percent of new teachers who continue to full certification (1st 5 years)

Increase in overall number of candidates who enroll in a teacher preparation program

Increase in keeping experienced teachers in the classroom

Increase in teacher participation in effective professional development

Increase in the number of nationally certified teachers

2.2 Every principal an instructional leader

Increase in number and percentage of principals demonstrating mastery in school leadership

2.3 Every school an equitable place to work and learn

Improvement in student performance in all schools

Increase in the percentage of students, parents and staff who perceive the school as equitable

2.4 Every local district supportive of teachers and students

Increase in number and percentage of superintendents demonstrating mastery in district leadership

Increase in local board and central office emphasis on high student achievement

Goal 3

Strong
and
Supportive
Environment
for
Each School
and
Every Child

STANDARD TO PROFICIENCY

3.1 Every child and teacher in a safe and caring environment

Increase in student attendance rates and decrease in habitual truancy

Decrease in number and types of violent incidents

Increase in student participation in food services

Decrease in number of schools needing major upgrading

Increase in student and faculty health

3.2 Every child who is behind receiving increased supports

- Decrease in the number and percentage of students scoring in the novice-apprentice range
- Increase in the coordination of resources to students at risk
- Decrease in the response time for implementing intervention plans for students needing help

3.3 Every school with sufficient instructional resources for high achievement

- Increase in equitable, adequate resources through SEEK
- Increase in average teacher salary
- Decrease in curriculum gaps through technology
- Improvements in technology access and use

3.4 Every family involved in their child's learning

- Increase in percent of students whose parents have parent-teacher conferences
- Increase in number of parents involved in school decisions
- Increase in number of parent volunteer hours
- Increase in parent involvement in Individual Graduation Plans (IGP)
- Increase in literacy and parenting skills of parents in the lowest level of adult literacy

3.5 Every community involved in children's learning

- Increase in community support for public education

Commissioner of Education

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Kentucky Board of Education

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David Bruce Rhodes

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Janna P. Vice

David L. Webb

Communicating With the Board

Members of the Kentucky Board of Education represent all geographic regions of Kentucky. If you have a concern and are seeking the most effective way to bring it to the attention of the entire board, please write to the board chair:

Chair

Kentucky Board of Education

1st Floor, Capital Plaza Tower

500 Mero Street

Frankfort, KY 40601

email: mmiller@kde.state.ky.us

For additional copies of this plan, information on State Board meetings, or copies of meeting minutes/tapes, please contact the board's policy coordinator:

Mary Ann Miller

Office of the Commissioner

1st Floor, Capital Plaza Tower

500 Mero Street

Frankfort, KY 40601

email: mmiller@kde.state.ky.us

or visit the KBE website at www.education.ky.gov

and enter the keyword KBE



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